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ABSTRACT

This paper offers solutions to the apathy, social disillusionment, absenteeism, and restlessness on the part of twelfth graders approaching graduation. First it discusses causes of "senioritis" and pinpoints those students most likely to be affected. Types of senior options include bypassing twelfth grade altogether, seventh semester graduation or full-time early release, earning college credit while in high school, part-time early release for off-campus experiential learning, and evening high school or other alternative schools. The end of the report offers names and addresses of 16 schools with a description of program options they offer for graduating seniors. (LD)

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A Changing, More Challenging Twelfth Grade . . . Antidotes for Senioritis

Symptoms, Causes, and Treatment

The malaise of senioritis, evidenced by apathy, social disillusionment, absenteeism, and restlessness on the part of many twelfth graders is an old story to their teachers. Fifteen percent of these 18-year-olds suffering ennui comprise the senioritis group, which does not include the million who simply drop out of school each year. The twelfth grade has long been the stepchild of the secondary curriculum. But a changing, more challenging senior year is finally emerging in hundreds of high schools.

Diagnosing the Problem

Fortunately, during the '70s, educators have created a wide variety of treatments for the sufferers from senioritis. To do so they have had to pinpoint the causes:

- Earlier maturity and greater independence of contemporary youth: the 18-year-old senior has been guaranteed "freedoms" by the courts and by parents; this youngster is an adult who can vote, marry, assume debts, and shortly leave home perhaps forever.
- Completion or near-completion of minimum state and/or local school district graduation requirements by the end of eleventh grade.
- Quickened, impatient desire for post-secondary education by both college-bound and non-college-bound students.
- Irrelevant or seen-as-irrelevant senior-year courses, lacking in contemporary issues or application to "real-life" and career opportunities.
- Need for more contact with the adult world and not feeling isolated from it.
- Desire for the challenge, the opportunity, and the responsibility of contributing to the outside community through work or service.

Who Are the Senioritis Sufferers?

Dispirited, "burnt out" twelfth graders include:

- The intellectually oriented and/or gifted college-bound who are bored by repetitive, watered down high school courses.
- The technically oriented whose apathy stems from a lack of interest in what is taught and the classroom format; liking to work with their hands and needing skills instruction to do so well, they are out of their element in the traditional senior class.

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- Those responsible for the care of younger children or aged relatives at home while parents are away on their own jobs; these seniors worry about their family, their own need for financial support; and how they can manage to go to college or vocational school.
- The discouraged underachievers, desiring to drop out of school as soon as legally possible, convinced that "delay of gratification" will bring more failure.

Effecting the Cure: Senior Options

The traditional, full-time, on-campus schedule and curriculum still fill the needs of many seniors who, if they contract senioritis at all, can cope with it and overcome it without lasting effects. The traditional twelfth grade is still the major option. But the newer options are proving to be antidotes to senioritis for those who need any of them, and not every option is the right one for the individual. Senioritis does continue, but to a lesser degree, in schools that have adopted some or all of the possible options.

What the successful twelfth grade options now in practice have in common are:

--Elements of choice, individualization, and motivation for the student.
--Insistence by the school on no relaxation of academic skills and standards.
--Determination that students do not waste a valuable, crucial year of their youth.
--Involvement of the student, faculty, counselor, parents, and community institutions.
--Cooperation between schools and institutions of higher education to eliminate what the Carnegie Commission has called "discontinuity of education."
--Intensive guidance counseling and advance planning.
--Implication that school attendance need not be on campus full-time. (The 1977 Gallup Poll indicated that 86 percent of respondents favored the provision of off-campus learning experiences for high school youth.)

Types of Senior Options

Bypassing Twelfth Grade Altogether

Some of the opportunities for high school seniors are based on the premise that twelfth grade is not for everyone. Three choices open to seniors eliminate twelfth grade entirely:

- Graduation at the End of Eleventh Grade. The number of schools permitting this option is increasing. From a low of 2.2 percent in 1971, the Class of 1974 graduated 7.7 percent of its members early, according to an NASSP study. (See The Practitioner, "Early Graduation," October 1975.) Of public high schools responding to the survey, 53.7 percent replied that they have an early graduation policy. More than one-third of private schools reported that they do, too.

- Early Admission to College. Colleges and universities are encouraging students to skip the senior year without going through graduation exercises or even meeting all graduation requirements. Many colleges limit entrance requirements to only English and mathematics. Others practice unqualified open admissions.

■ Credit Through Correspondence Courses or Proficiency Exams. Students may take courses by mail, such as those offered by the University of Nebraska, or may take equivalency exams for "learning by experience" offered by CLEP of Educational Testing Service, or by many state departments of education. As an example, since 1975, California's Equivalency Examination Program enables a student to take the state's High School Proficiency Examinations. If a 16- or 17-year-old passes them, he or she must leave school despite the state mandated attendance age of 18. Florida and Pennsylvania have similar provisions, and Connecticut has one under consideration.

Seventh Semester Graduation, or Full-time Early Release

Another policy at many schools is commencement during or after seventh semester for those who have completed minimum graduation requirements by then. Some schools, which have graduation exercises only at the end of the school year, give early release to any seniors who at the end of a quarter or semester have completed requirements. They must return, however, at the end of eighth semester to receive their diplomas with their classmates.

Earning College Credit While in High School

Many college courses for college and/or high school academic credit are open to twelfth graders while they are still enrolled in high school. They include:

✓ Taking Advanced Placement Program courses and/or taking any of 16 national AP Exams of the College Entrance Examination Board.

✓ Attending a nearby community college or four-year college, part-time.

✓ Taking college courses brought to the high school by a cooperating college. Instruction is by college professors who come to the high school. Some of these programs give both high school and college credit; others, only one or the other.

✓ Taking college courses at high school that are taught by high school teachers who have been certified by the college as adjunct instructors. One of the most successful examples of this option is Project ADVANCE of Syracuse University, which is the focus of the NASSP 1978 monograph, College Courses in the High School by Franklin P. Wilbur and David W. Chapman. See also descriptions of programs at Hauppage Senior High School and Providence High School in the "Exempli Gratia" section of this Curriculum Report.

Part-time Early Release for Off-campus Experiential Learning

The options in this category include a wide variety of administrative provisions involving early release from school for periods of time ranging from two weeks, to a month, to a semester or two semesters. Some options involve full-time, off-campus placements for the same range of time blocks.

• Working for pay at a job acquired by the student on his or her own, or as part of a school or district-supervised work-study or cooperative program.

- Career exploration through internships and field experience.
- Volunteer community service for academic credit.
- Independent, contracted research and study.
- Vocational educational center attendance. (See, for example, BOCE, p. 10.)
- Experiential and action learning. (See Evanston Township High School and North Central High School descriptions in "Exempli Gratia" for two outstanding examples.)
- Travel or study abroad. Foreign exchange programs ranging from two to five weeks to a semester or full year are available to schools through such programs as those of Rotary International, Japanese and American Friendship Youth for Understanding, American Field Service, Swedish Central Committee, Americans Abroad, American Institute for Foreign Study, Canada World Youth Organization, Sapparo Sister City, and Christian International.
- Project Furlough. This program has operated in Los Angeles since 1973, and is now a model for other California school districts as a result of enabling state legislation, the Gregorio Bill, passed late in 1976. Project Furlough allows a senior with a legitimate reason to leave school for a year to work, do independent study, or travel. The school receives ADA for the student. The contract plan for the "stop-out" must be approved by the school district, the local school administration, and the parents. Los Angeles limits each of its high schools to a maximum of 20 furloughs a year. The contract is monitored by a school liaison person so that the student may receive academic grades and credits. For further details, contact: Bill Aston, Project Furlough Director, Counseling and Psychological Services, Los Angeles Unified School District, 450 North Grade, Los Angeles, Calif. 90012.

Evening High School and Other Alternative Schools

For seniors who cannot cope with conventional day school or who have disciplinary problems, evening high school has long been a possible solution for those over age 16. Many high schools have such a program as part of their continuing education department. In states where allowed, some evening high schools may accept students younger than 16. Students who must work during the day or stay at home to take care of families find going to high school at night a boon. A new development is the morning high school, such as Roberto Clemente High School in Chicago, which not by intent but by evolution, has become in effect a morning high school, 7:30 a.m. to 12. Students who work a late shift or must take care of family responsibilities while their parents work at night find this option a way of completing their secondary education.

There are, of course, other kinds of alternative schools that are an option for seniors as well as for younger students. For descriptions of these schools, see NASSP's October 1978 Curriculum Report, "A Decade of Alternative Schools and What of the Future?"

EXEMPLI GRATIA

A variety of senior options offered by the following schools, large and small, urban and rural, shows the range of choices described in this Curriculum Report. Each school offers one or more of the exemplary programs for twelfth graders. The contacts named have all indicated willingness to furnish additional information.

ALTOONA AREA HIGH SCHOOL, Sixth Ave. and Fourteenth St., Altoona, Pa. 16602
Contact: Walter Beter, Principal

Programs for seniors that have eliminated the senioritis syndrome are:

--Part-time College at Pennsylvania State University at Altoona; two courses may be taken each term beginning after a 10:50 a.m. early release from high school, with tuition paid by the district.
--Early-to-College at any higher institution, trade and technical, or career oriented program in lieu of the senior year. Upon successful completion of the freshman year the high school awards a high school diploma.
--Half-day Educational Schedule for any senior in good academic standing, for a job.
--Program of Alternative Secondary Studies (PASS), a "zero-rejection" project for students under 21 who require alternative teaching techniques, regulations, or schedules.
--Contract Education for married students moving from the area with spouse, incarcerated students, and those with medical problems or injuries or military or job commitments.
--Early Release for full-time work, 20 days prior to graduation, for seniors in good academic standing.
--Field Experience, a "hands-on" observing-learning approach to career education with the "extended classroom" being the work site in the community.
--Commonwealth of Pennsylvania General Educational Development Test, which, if passed, gives the student senior status in good standing.

AMITY REGIONAL SENIOR HIGH SCHOOL, Newton Rd., Woodbridge, Conn. 06525
Contacts: John E. Foley, Principal; Elizabeth Klatt, Guidance Coordinator

Seniors at Amity have four options:

--The Independent Study Program is open to all twelfth graders without regard to level, track, or class rank. Selection is made on the basis of a student's written proposal and capability. The project may be in only one academic area but not necessarily one in which the student is enrolled. Although an out-of-school sponsor may be found, an in-school sponsor is also needed as liaison and supervisor. The student must provide transportation if needed, but the project may be planned for any period of the day for one or two semesters with full credit for each semester successfully completed. The school sponsor evaluates and grades the project, a copy of which or description of which goes into the student's permanent file.
--Early Graduation means that a senior may leave school in January if all graduation credits have been achieved, but must return in June for the diploma. Application for early graduation involves a conference involving the student, parents, guidance counselor, assistant principal, and any teachers of the student's choosing. If the option is granted, the student is no longer eligible for school activities, and the parents must assume full responsibility.
--The Cooperative Work and Education Program (CWE) allows the senior to work 15 hours a week for pay or as a volunteer in a business organization with an on-the-job sponsor. A school coordinator periodically visits the work station. Attendance at weekly seminars and weekly reports are required. Five credits a year reward successful completion of the experiential learning.

--The Educational Center for the Arts (ECA) is a regional program for seniors with outstanding talents in the creative and performing arts. They spend one-half day in academic courses at Amity and the other half day at ECA. ECA personnel make selections for the program after interviews and auditions. Five credits for the year, or 2 1/2 credits for the semester, are granted. Amity provides a minibus for transportation of the students to the center.

e g BALLARD MEMORIAL HIGH SCHOOL, Route #1, Barlow, Ky. 42024
Contact: Jerry McGregor, Principal

Paducah Community College, a branch of the University of Kentucky, sends a professor to Ballard High, 25 miles away, to teach two college courses -- Political Science, first semester, and World Politics, second. The high school provides the classroom for the professor and the 15 students selected from the 200 in the senior class. For each course the student pays $57 for three hours of college credit, transferable to any other college in the state. The seniors take their college courses during their study periods and do not receive high school credit as well as college credit.

e g BURNSVILLE SENIOR HIGH SCHOOL, 600 East Highway 13, Burnsville, Minn. 55337
Contact: Howard Hill, Principal

Students may graduate at the end of any marking period in which they have fulfilled graduation requirements. A commencement is held three times during the school year and again at the end of summer school. Students may opt to receive credit in any elective course by demonstrating knowledge via a proficiency examination. Credit may also be earned in any approved community learning and/or service experience, in approved independent study, or in courses offered at a nearby county vocational institution that is included as part of the school day.

e g CHARLEVOIX HIGH SCHOOL, Charlevoix, Mich. 49720
Contact: Vane H. Smith, Principal

The Seven Semester Program and early graduation are a senior option at this school of grades 9-12 with a total enrollment of 646, in the northern part of Michigan's lower peninsula. Having completed the 20 units of credit necessary for graduation by the end of seventh semester, a senior may graduate by meeting two additional requirements for the eighth semester: (1) have a special need and an appropriately planned educational experience such as vocational school, on-the-job training, military service, college or high school enrollment at the nearby junior college; and (2) have written evidence of approval and acceptance of the planned experience by parents, the high school administration, and the alternative school or employer.

e g EAST LANSING HIGH SCHOOL, JUNIOR-SENIOR DIVISION, 509 Burcham Dr., East Lansing, Mich. 48823
Contact: James Meulendyke, Principal

This school retains a residency requirement of eight semesters but offers Senior Option as a fulfillment of part of the requirement for students who have met all other course and credit conditions for graduation. Senior Option provides the opportunity to pursue off-campus learning during seventh and/or eighth semesters in work experience, college courses for college credit, community or government volunteer service, foreign travel or study, or a combination of the foregoing.

Other alternatives at East Lansing High are:

--Spending half of each school day at the Career Center of Ingham Intermediate School

District in nearby Mason and earning three credits in any of 24 different vocational courses.

--Coop Programs in Office Training and Distributive Education.

--Serving as a Child Care Aide for 1/2 credit per semester.

--Earning External Credit. Whereas students in Senior Option receive the equivalent of credits for four or more class periods, other seniors may opt for External Credit equivalent to two classes at 1/2 credit per semester, by selecting one of the following External Credit activities: career internship, college course at another institution, community or government service, private lessons with an approved teacher, or travel or study abroad.

9 EVANSTON TOWNSHIP HIGH SCHOOL, 1600 Dodge Ave., Evanston, Ill. 60204
Contact: Philip Roden, Director and Teacher, Senior Seminar

Senior Seminar is one of Evanston High's two dozen twelfth-grade options. The newest and most innovative of the alternatives at this school of 4,500 students, grades 9-12, Senior Seminar is in its fourth year of operation. The 12-credit, year-long course of 38 weeks has an experiential pattern for 70 students and three teachers. The director is a social studies teacher; the art teacher is also a counselor; and the third faculty member is an English teacher. They work full-time in the program. Its staff also includes three non-certified members; a farmer and his wife at the Boynton Farm in Wisconsin, and an assistant to the teachers for the wilderness unit of the seminar.

During the year the students spend 35 days and nights away from Evanston. The remaining time they spend in the local community, at the high school, or in nearby Chicago. Working in groups of 22, the seniors have 16 experiential units, each for one to three weeks:

--In the fall, three of the groups each spend a three-week session at the Boynton Farm, where they perform seasonal agricultural chores; build bunkhouses; and study anthropology, archeology, geology, local culture and history with professors from a nearby branch of the University of Wisconsin. In the spring, another three groups each spend a two-week session at the farm.

--Each group has a three-week session when the students take their turns at 20 jobs for pay in the local community. Their income helps to finance the expenses of Senior Seminar which exceed the regular per-pupil expenditure by the district. These seniors have earned $30,000 this year, an average of $500 each. In addition to job income, they earn money by selling honey collected from the apiary they maintain at Boynton Farm; retailing in Evanston stores a book they wrote, Hinky Dinks, Sundaes and Blind Pigs, based on an oral history of Evanston through their interviews with "oldtimers"; performing a traffic survey for the city for which they earned $3,000; and rehabilitating and selling old houses with the cooperation of a local realtor. Senior Seminar purchased its own school bus and two maxi-vans for transportation to and from experiential sites.

--Chicago Experience and Expression, another unit for each group, explores all neighborhoods and private and public agencies of the metropolitan area, including night courts and other activities in which "night people" work. Every day the students write about these experiences, and their papers are evaluated by the teachers and returned for revisions the very next day.

--Wilderness Experience is a unit for each group in the spring. Sites they explore on foot and by bicycle are Door County, Wis.; Quantico, Va.; and primitive national parks.

--Other sessions are The Literature Unit, The Marriage Unit, The Self Unit (human development), The Arts Unit, Religion, Small-Group Project (five students design their own two-week research), Urban Ecology, Family History, Writing Workshop, and a two-week Individual Independent Research Project.

Senior Seminarians are chosen from applicants to represent a cross-section of student academic abilities, socio-economic status, and race. According to the director, the program continues to receive enthusiastic encouragement and support from parents, the Board of Education, and the administration.

"Selfishness makes kids fundamentally unhappy," said the director. "It's a major cause of senioritis. They're a cushioned generation. The kids in Senior Seminar include some who come to us already 'burned out,' but they get over it as they learn to share and to work with and for others. We have no problems of senioritis."

He went on to express his greatest pride: "We want the kids to 'own' this program. They participate in formulating our policies and stringent rules, such as 'no pot or alcohol,' and they enforce them. Last year it was they who kicked out six in the seminar for disobeying the rules. We teachers concurred."

9 HAUPPAGE SENIOR HIGH SCHOOL, Lincoln Blvd., Hauppage, N.Y. 11787
Contact: Richard N. Suprina, Principal

Hauppage High has been one of the most innovative schools in the nation in developing its High School-College Articulation Program, which continues to prosper and benefits several hundred students every year. Sixty college credits were offered for the 1978-79 school year. The school hopes to expand the program to provide opportunity for community members (senior citizens and other adults who have the time weekdays) to enroll in the college courses.

The college courses are taught by high school staff who have adjunct professor status at the four colleges involved. Students receive both high school and college credit, paying $50 tuition for each three-college-credit course to the college granting the credit. Although students' experience in transferring these college credits has been good, they are advised by their counselors to check with their intended advanced institutions for specific decisions. None of the college courses may be taken on independent study.

Last year the following semester, college-credit courses were taught:

--Through SCALE (Secondary College Articulated Experience) of the C.W. Post Center of Long Island University: College Sociology, Advanced Sociology, Calculus, College Accounting, Introduction to Political Theory, Music Theory II, Principles of Biology, and Zoology.
--Through Adelphi University: Bible in Western Literature, Comic Vision, Spanish V.
--Through Project ADVANCE of Syracuse University: College Freshman English, and College Psychology.
--Through Dowling College: Photography, and Cinematography.

This middle-income, suburban school of grades 9-12 with 2,542 students offers the following additional senior options:

--Early Graduation. Students may graduate at the end of three years or three-and-one-half years if they have achieved the 16 credits required for a Hauppage diploma; made specific contractual arrangements with their guidance counselors prior to the end of the school year; and passed the New York State Basic Competency Tests (BCT) in Reading and Mathematics. (Beginning in June 1980, students will also have to pass BCTs in Writing, Practical Science and Health, and Citizenship.)
--Independent Career Development. In every department it is possible for a senior to engage, for credit, in independent career development through a practical work experience that is coupled with learning goals related to courses of study. For example, a student can receive English credit for working on a newspaper or at a radio

or TV station; math credit while working in a computer organization; or foreign language credit for employment at a foreign embassy. Prior approval is required from the department chair and signed by the chair, student, parent, guidance counselor, and employer.

--BOCES Vocational Education. This program is designed for eleventh and twelfth graders who wish to learn vocational skills. They take required academic subjects at Hauppage High for half the instructional day and then bus to the area Board of Cooperative Educational Services Center for the other half of the day.

HIAWATHA HIGH SCHOOL, Kirkland, Ill. 60146
Contact: Robert F. Knautz, Principal

Completion of 20 credits by the end of the junior year enables a student to graduate at that time. Three options for achieving the credits are:

--18 academic and two non-academic credits (usually PE)
--17 academic and three non-academic credits (usually PE, Band, and Chorus or Service)
--16 academic and four non-academic credits (usually PE, Band, Chorus, and Service)
(The options give credit to some students with fine arts talents or those volunteering to serve others.)

This rural school with a total enrollment of 200 also offers other senior options:

--Early Release for College Work: Seniors who have completed enough academic credits to graduate by the end of the seventh semester may take three or fewer academic courses at Northern Illinois University or Kishaukee Junior College, but must also take one academic course and physical education at the high school before receiving the diploma in June.
--Work-Study Program, in which seniors meet as a group once or twice a week and then proceed to a job related to vocational training under the supervision of their teacher-coordinator.
--Independent Study Contract, signed by the student and a cooperating teacher and supervised by the principal, who decides if and when credit has been earned.
--Three-Week, Off-Campus Work Experience, such as working on the books of the local grain elevator at no pay, coordinated by the high school's accounting teacher.
--Service Credit for regularly monitored volunteer work in the school cafeteria, library, offices, study hall; as aides in the elementary school or day care center across the street; or any other kind of off-campus service that can be performed during a daily class period.

HILLCREST HIGH SCHOOL, 160-05 Highland Ave., Jamaica, N.Y. 11432
Contact: Dr. Daniel A. Salmon, Principal

The Hillcrest Fieldwork Internship Program provides seniors with the opportunity to earn high school credit while testing their career interests. The school year is organized into four nine-week cycles, and 125 seniors per cycle serve their internships in the community -- at courthouses, hospitals, schools, newspapers, law firms, dental clinics, legal aid offices, and senior citizen centers. Students attend a weekly seminar and keep daily logs. They are limited to a normal maximum of two cycles for this field work.

Six two-year career programs at Hillcrest for juniors and seniors also involve internships -- in theater, technology, music, health, business, and art. Students in the career programs are released from school three periods a day for first-hand experiences in the world of work -- in New York metropolitan area business firms, industries, hospitals,

clinics, museums, publishing houses, libraries, art galleries, recording studios, radio or TV stations, and professional theaters.

HOLY CROSS HIGH SCHOOL, 26-28 Francis Lewis Blvd., Flushing, N.Y. 11358
Contacts: Brother John McGovern, Principal; Father Richard Mazziotta, Director of Campus Ministry and Service Program

Three senior options all involve giving service to others. Two-thirds of the 300 seniors are involved in the volunteer programs at this school for 1,400 boys in grades 9-12. Many of the seniors are also in Advanced Placement Program courses, and 95 percent will go to college. The boys suffer only "mini cases" of senioritis, their principal believes, primarily because they are kept so academically busy and because their volunteer work gives them intangible satisfactions as well as 1/2 credit for three hours work a week or on Saturdays.

The three service programs are:

--Christian Service. Each year 100 seniors serve in community children's hospitals, senior citizens hospitals and private homes, neighborhood youth sports or academic programs. The students are requested by 75 agencies with which Father Mazziotta maintains a communications network. He checks the students' daily journals and consults agency supervisors for evaluation of the students' work.
--Catechetical Program. Having been trained as Catechists during their junior year, 60 seniors who opt for this form of service are certified by the diocese to teach for credit in a local parish on weekdays, with early release from school. They keep daily journals, make lesson plans, and are evaluated by both a parish supervisor and Father Mazziotta.
--Peer Counseling. Forty seniors are trained for 30 hours in group dynamics in order to assist the school's guidance staff with freshmen. In groups of 35 freshmen with four seniors, students meet during the school day throughout the first semester about freshman adjustment problems. Once every six days all the freshmen and their senior mentors have a large-group meeting with the guidance staff. During the second semester, one-third of the freshmen and most of the seniors choose to continue their counseling groups.

KEYSTONE OAKS HIGH SCHOOL, 1000 Kelton Ave., Pittsburgh, Pa. 15216
Contacts: William Spence, Principal; Carol Lucas, COM/PACT Coordinator

Enthusiastic parent reaction and a decline in senioritis result from this school's Community Based Learning Program, COM/PACT. It is evaluated by the Allegheny County Intermediate Unit. The Pennsylvania Department of Education has given it statewide recognition as a project that "helps seniors settle down more quickly." Each semester 15 seniors earn 2 1/2 credits in English, social studies, PE, and an elective by participating in COM/PACT at an experiential learning community site all day, daily. The site is chosen according to students' areas of interests, which may or may not reflect career goals. The students may change sites as often as every six weeks. Daily journals and seminars are other components of the plan, which seeks to affirm the adult characteristics expected when "going out on one's own." The sites currently available are farms, veterinary establishments, The Mellon Institute, Eastern Airlines, and a funeral home. The students work without pay alongside their site adult mentors.

NORTH CENTRAL HIGH SCHOOL, 1801 East 86 St., Indianapolis, Ind. 46240
Contacts: Eugene Clones, Principal; Jim Ellsberry, Learning Unlimited Director

Learning Unlimited was created four years ago with a $970,000 grant from Lilly Endowment, Inc. The time structure allows students a two-week intensive per semester for in-depth study in their chosen areas of interest. Each student is required to create one project each semester in each of seven areas described by Maurice Gibbons in his Walkabout concept:

--Adventure and Field Experience: visit to suicide prevention center, mountain climbing, backpacking, scuba diving, survival trips.
--Creativity and Enrichment: drama, art, group counseling, learning to play a musical instrument.
--Service: volunteer at school for the blind, teacher assistant, camp, day-care center, or church-group counselor.
--Practical Skills: computer awareness, filling out tax forms, constructing a building, farming, wallpapering.
--Logical Inquiry and Research: analyzing children's literature, folklore study, following a bill through Congress, interning in Washington with a legislator.
--Cognitive Skills: term papers, daily journals, computational problems, displaying competence through tests.
--Futurism and Decision-Making: computer-assisted instruction, media-effects study, urban ecology, solar energy research.

Experiential learning credit is facilitated by a schedule that enables students to participate in community internships, public service projects, foreign travel, life survival challenges, and by the school's multiple campus. The campus consists of the main academic campus; the rural campus, a 97-acre area with a lake, forested ravines, and open fields for outdoor projects; and the urban campus, in downtown Indianapolis, for urban environment projects. Brochures, syllabi, a film, and evaluation statistics about Learning Unlimited are all available from the director.

PROVIDENCE HIGH SCHOOL, 707 West Hwy. 131, Clarksville, Ind. 47130
Contact: Robert T. Larkin, Principal; Mary Boyce, Assistant Principal

Owned by 17 local parishes in southern Indiana, Providence High is a three-year-old coeducational independent school, grades 9-12, with an enrollment of 742. Although early daily release for jobs and provision to attend the Prosser Vocational School in New Albany for half-days are among the senior options, the most popular is BRIDGE. It is a high school-college cooperative with the University of Indiana Southeast in New Albany, a 15-minute drive from Providence High. Professors from the college teach three days a week at the high school. Of this year's 170 seniors, 100 are taking the college courses, earning both high school and college credits for each semester course. English Composition (with 70 enrolled), Psychology, and Computer Math were offered first semester; and Literature and Sociology, second semester. The students pay the university $72 for three credit hours, a one-time $15 admissions fee, and a $3 student fee for which students receive library and student activity privileges on the university campus. BRIDGE students have all had their University of Indiana credits accepted for transfer by other colleges in and out of the state.

SPRING VALLEY HIGH SCHOOL, Sparkleberry Lane, Columbia, S.C. 29206
Contacts: W. Ben Nesbit, Principal; Idris McElveen, Administrative Assistant

The major senior option is the Executive Intern Program, adapted from similar programs in Hillsborough County, Fla., and Montgomery County, Md. The Spring Valley High program enables twelfth graders to spend a full semester with a senior official in government, an educational or cultural institution, a private civic agency or foundation. The Executive Intern is placed as an unpaid, full-time special-assistant-in-training to the Executive Sponsor. The School Board of Richland County School District Two grants full academic credit for all subjects during the internship semester.

SUNSET HIGH SCHOOL, 401 South 9th St., Las Vegas, Nev. 89101
Contact: Phyllis K. Carl, Director and Principal

Sunset High School is an evening school as its name suggests, but it is better known to its students by its nickname, "Five O'Clock High." Unlike most evening schools, it has its own administrative and teaching staffs. Although it uses the facilities of Las Vegas High School, it is a distinct and separate school. Sunset High was organized eight years ago to provide opportunity for youth in grades 10-12, who need to work a day shift, take care of siblings while parents are at work, or are simply "night people," who function better at that time or have been disenchanted with conventional day school. At least one-half the students would not attend high school at all were it not for this option, according to school officials. Half of the 600 in the student body entered as seniors. New students are admitted every nine weeks. Sunset High is definitely not an alternative haven for students who have had discipline problems in other schools.

With the exception of having no athletics or interscholastic activities, the program is like any other comprehensive high school's in the district, and graduation requirements are the same. Sunset High hours of operation are 3:30-10 p.m., Monday through Thursday. On Friday from 3-7 p.m., students are offered unrequired "lab" type electives, with the opportunity to earn additional credits.

Materials for this Curriculum Report were compiled by BARBARA PANNWITT, educational writer and consultant, and former English Department Chair at Evanston (Ind.) Township High School. Ms. PANNWITT appreciates the invaluable information from more than 100 principals and regrets that space limitations preclude the use of all the material.

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